

SYLLABUS- The Online Course

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ARTS 1301 Art Appreciation

(3 credit hour Internet format lecture class)

Catalog Description: A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts.

REQUIRED TEXT:

Art Matters: A Contemporary Approach to Art Appreciation,
Pamela Gordon, Oxford University Press.

ISBN: 978-0-19-994651-8

The text can be purchased online at [SPC Bookstore](#) in Levelland.

The textbook should be available in digital format.

You are not required to purchase any additional online materials.

Any questions concerning availability of the text can be directed to the Levelland Bookstore Manager at 806.894.9611 x2399.

Student Learning Outcomes:

1. Apply art terminology as it specifically relates to works of art.
2. Demonstrate knowledge of art elements and principles of design.
3. Differentiate between the processes and materials used in the production of various works of art.
4. Critically interpret and evaluate works of art.
5. Demonstrate an understanding of the impact of arts on culture.

This course is designed to satisfy three hours of Creative Arts credit in the Foundation Component Area:

1. Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.
2. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

Courses in the Creative Arts will satisfy the THECB Core Objectives of:

- 1. Communications Skills:** □to include effective development, interpretation and expression of ideas through written, oral and visual communication. □
- 2. Critical Thinking Skills:** □to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. □
- 3. Teamwork:** □to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. □
- 4. Social Responsibility:** □to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. □

This course will emphasize:

Critical thinking skills: creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information; communication skills: display effective development, interpretation and expression of ideas through written communication; social responsibility: emphasis an intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities; and work well with others and develop the ability consider different points of view.

GENERAL MODULE ACTIVITIES:

1. Required readings from text, content modules and internet websites
2. Assignments to be completed and posted on the discussion board
3. End of module tests which will be time limited, see calendar
4. Discussion questions (10) will close with the content module close dates, see calendar- 4 discussion questions will be completed in the teamwork style and submitted as a group, whereas the individual student will complete the remaining 6.

ALL correspondence must be through Blackboard

Assigned discussion questions will continue throughout the course and answers and reply posts must be posted on the appropriate discussion board topic. All assignments must be submitted through Blackboard. Please do not send your assignments to my SPC e-mail address, I will not respond nor grade items sent via SPC email!

ARTS 1301; COURSE REQUIREMENTS:

1. Student must access the course on a regular basis
2. Student must login online at least 3 times per week
3. Student must complete assignments on time, please refer to the course calendar for the deadlines.

ABOUT THIS ONLINE COURSE:

This course is laid out in **10 content modules**; each module contains information related to particular sub chapters from the text, access to the content modules is time sensitive.

Discussion Questions:

The **discussion questions** are located on the module content page; response to these questions is time sensitive and all 10 are required over the course of the semester. Reply posts in which you submit a comment on one other student's posting, for each DQ is also required. Access to the discussion questions is closed the same day their module is closed. **Students are required to answer all of the 10 discussion questions and also respond to one other student's posted answer for each of the 10 discussion questions!** There will be extra credit will be given for submitting additional response postings. The class will be divided into groups for teamwork. Four of the 10 discussion questions will be written/answered and submitted by the group, individual student will still need to post their own reply posting to assure maximum points.

Go to the **Discussions** list and select the assigned topic, when the email-type form opens write your first and last name or your Group number in the subject line, then answer the question(s) in the body portion of the email-type form. Group submissions **MUST** include the Group # and the names of the members must be listed in the heading of the submission. The Discussion assignments are located within the learning content module readings! The group discussion questions are DQ5, 6, 7 and 9.

IMPORTANT! How to answer the discussion questions:

Follow the instructions in the Discussion Question! Answer the question, stay on topic!

You will be graded on the content of your postings; this will be reflected in your final grade.

First- keep to the topic- the fine arts, applied visual arts and related materials. I do not want glib answers, or lectures on politics or religion.

Second- avoid subjective judgments- you are entitled to your "opinion" but if you post it, it must be grounded in the reading materials. Cite your sources! Use your own words! Copying another student's posting is plagiarism and will be dealt with to the strictest standards of the honor system and will result in failure of, and or dismissal from the course and possible expulsion from the college.

Third- your answers must be thoughtful responses, reflections on the content of the text, the module notes and URLs within the module notes. You may & should quote from the text or module notes to emphasize your points in your answers. The questions will be graded after the module has closed and grades for questions will be available in the **mygrades** section.

Remember -READ

One should not arrive at the end of the semester still holding the same level of knowledge you had when the semester began. An online class is different from a face-to-face learning experience- but all the reading is still your responsibility. I will be able to tell by your answers if you have read and integrated the material or not.

Use Netiquette when composing your postings!

I am looking for thoughtful, appropriate responses and anything other than that will be graded down. As with my face-to-face classes, **offensive responses, rudeness and disrespect will not be tolerated**. Discussion question offenders will be first warned then dropped from the class upon the next offense, so watch your email etiquette. A good rule of thumb would be -if you wouldn't say it to someone's face-- as in a face-to-face class, you should not say it. Reconsider your message, reword it, refine it or forget it - keep it to yourself-- especially if what you are saying could be easily misinterpreted or interpreted as disrespectful. If you have any questions or comments about this you should send me a private email within Blackboard. If you feel classmate is being disrespectful on the discussion board, you may email me through Blackboard private email for me to investigate; your name and concerns will remain private. If you are rude or disrespectful to me through email I will drop you from class, I will not tolerate that at all!

Check your Art-itude when composing your postings for the discussion questions

Every art movement, art work and artist covered in this class, in the text and in the discussion questions are valid and important additions to the historical dialogue in the field of visual fine arts.

Do not, DO NOT tell me that *you do not like* ____, or *you do not understand* ____ or display blatant disregard for any artist, movement or art work being discussed. This type of response tells me several things about you:

FIRST, perhaps you have not done your reading;

SECOND, you are not trying to understand;

THIRD, you are avoiding answering the question;

FOURTH, you are allowing snap judgments or old viewpoints to get in the way.

Just remember, if I ask you about, ie: DADA or Fauves □ tell me about the movement, not your opinion of them □ base your answers in historical fact rather than telling me you *think they went over the top*. Art is a reflection of the time, culture and society from which it was made, thus to really understand some of the more complex movements, knowledge of world history is very helpful. The text has a great deal of information, is very easy to understand and quite inclusive. The content module information will help you understand the material better. You should have a curious, and open mind when you take a college course this one is no different.

More hints

The module notes lists the reading assignments in the beginning of each module. Do ALL the reading, click on the hyper links for more valuable information. THEN formulate your answers for the discussion question original posting BEFORE reading your classmates discussion postings. DO NOT COPY OTHER STUDENTS □ POSTINGS THEN POST THEM AS YOUR OWN- I DO READ ALL POSTINGS AND THEY ARE TIME/DATE STAMPED. If you are found to be copying another □s answers, verbatim or otherwise, you will be confronted and punished to the fullest extent I feel necessary. I do not tolerate cheaters! DO YOUR OWN WORK!

Module Tests

At the end of each content module the student is to complete the **module test**.

These 10 tests each consist of 20-50 questions of multiple choice or true/false type. There are 3 levels of questions, level one, are verbatim from the reading, level two are more implied from the information, level three are the questions that are aimed to test the integration of the material, requiring you to think and draw conclusions from the information you have taken in.

The tests questions are randomly selected from my database of chapter questions, therefore no two tests are identical.

You may take each test **THREE** times.

You have **20 to 60 minutes to complete each test**- you may use your text and notes as reference during tests if you wish, but be mindful of your time, if you have not read the material you will go over the time limit. The tests will shut down and automatically submit when time has expired.

I will not reopen any test for any reason, as you have many days to take the test at least one time, thrice if there is a malfunction of your Internet or if you want to retake it for a higher grade. The tests are also available on a time sensitive basis.

Always check your calendar pdf and the test link availability dates to be sure you don't miss a deadline, because **no exceptions** will be made.

There will be a comprehensive Final Exam, this is the same test as the Pre-course survey but it will count towards your final grade. It will be available in Module 10, and should be taken after you have completed the Module 10 test. The final exam also may be taken twice, and you will have 60 minutes to complete each attempt.

Please Be Aware of the Following Policies:

1. Failure to login for a 7 class-day period may result in you being dropped from the class.
2. Failure to progress- you will be dropped for missing any 4 required assignments. This could include discussion questions and Module tests in any combination.
3. All discussion questions will be a max of 100 pts. Always post one original answer and one response to another student's posting for each discussion question, and each student needs complete a reply post for their group discussion questions by commenting on the posting of another group. 80 points for original posting, 20 points for reply posting, 100 points maximum.

REMEMBER:

The **Blackboard** software used to manage this course tracks student logins, tracking when and where the student has been in the course. Accessing this course on a regular basis is extremely important in order to meet the requirements of this course.

HOW THIS COURSE IS CONDUCTED:

This is an online course, which means that you will access course information and respond to me and /or other students through the use of the Internet. I use Blackboard to deliver and manage this course. It is a software package that was written to help manage online courses. There is help available for students at the SPC Online Web site. You can access this site at:

<http://www.southplainscollege.edu/online/students/studentguide/index.htm>

Take a moment to read over the information at this site before you get started, you may want to download it to your desktop or print out a hardcopy (paper). Do not let yourself become overwhelmed or spend hours of your time trying to figure out how to access something. There are many sources available to you for help. For questions concerning the course, you can contact me by phone, email. For technical questions about Blackboard contact blackboard@southplainscollege.edu or phone: 806.716.2180.

Also, there is help available at the online web site located at:

<http://www.southplainscollege.edu/online>

INTERNET COURSE REQUIREMENTS:

1. Internet access and email are required. **Required browser: Mozilla Firefox.**
2. Initial correspondence with the instructor is the student's responsibility, by the first week of class, via email to the instructor's SPC email.
3. It is the student's responsibility to make sure they have the necessary computer resources and skills to take the online course. There are computer labs available to use at Levelland Technology Center, SPC Building 8 (Reese Center) room 827, Lubbock and Plainview Centers.
4. The computer you use must be able to connect to the Internet and allow you to browse the World Wide Web.

Minimum Computer Requirements:

Please see the computer requirements listed in the schedule of classes or on the Blackboard homepage.

STUDENT REQUIRED SKILLS

1. Typing skills
2. Word processing skills
3. Know basic functionality of a computer and how to do basic troubleshooting
4. Know how to connect to the Internet
5. Know basics of how the Internet works and how to search and conduct research using the Internet
6. Know how to compose, reply, and forward email messages
7. Know how to attach and open documents in an email message
8. Have basic file management skills
9. Know how to save and delete documents

RESPONSE TIME:

My response time to messages and submitted assignments could be from immediate to 24-48 hours, excluding weekends. All efforts will be made to keep my response time as short as possible and respond in a timely manner. Tests will be graded automatically, and student's scores will be immediately available. Students may direct content or technical questions to the discussion board, for all to benefit from their inquiry. If and when similar questions arise repeatedly, I will develop an FAQ page on the homepage to aid you with those.

MODULE TOPIC AND READING LIST:

Module	Week	Chapter
	1	Intro; navigation of Blackboard class; pre-course survey; syllabus acknowledgement statement
1	2	chapter 1: Art Matters
(1)	3	chapter 2: What is art
2	4	chapter 3: visual elements of art
(2)	5	chapter 4: Design principles
3	6	chapter 5: Drawing & chapter 6: Painting
(3)	7	chapter 7: Printmaking & chapter 8: Photo and Film
4	8	chapter 9: graphic design & chapter 10: sculpture
(4)	9	chapter 11: Traditional craft & chapter 12: Architecture
5	10	chapter 13: Prehist& Ancient Civ in Europe &the Mediterranean
6	11	chapter 14: Early Jewish& Christian, Byzantine & Medieval
7	12	chapter 15: Renaissance & Baroque Art
8	13	chapter 19: 18th & 19th Century Art in the West
9	14	chapter 20: Modern Art in 20th Century Western World
10	15	chapter 21: Art Since 1980

EVALUATION:

Final grades will be composed as follows:

30% 10 Module Tests

30% Final Exam

30% 10 Discussion questions (80 pts original/ 20 pts reply posting)

10% Participation: submission of work (DQs, Tests, surveys, Group work)

GRADING SCALE:

The grades will be scaled as follows:

90-100 "A" is Superior work

80-89 "B" is Above average work

70-79 "C" is Average work

60-69 "D" is Below average

00-59 "F" is Failure

IMPORTANT

The first day of class you must take 2 surveys. These surveys will be graded but will NOT be averaged in with your test grades. The first is a **syllabus survey** and this grade will count as **extra credit in the participation portion of your final grade-** so READ the syllabus carefully. The second survey is an **evaluation of your pre-course knowledge of Art Appreciation**; this will be graded but **the grade will not count as a grade, but only as extra credit in the participation portion of your final grade- no matter what your score. The important issue is that you take it.** These are both timed for 15 minutes each. These will be available only for the first 3 days of class during fall/spring semesters. During summer sessions they will be available only the first day of class. These will be found under the Assessments link and/or the Start Here Link. Also within the first week of class you must submit a **Syllabus Acknowledgement Statement** via blackboard email to me, stating you have read, understood and agree to abide by the terms set forth in the Syllabus and Getting Started documents.

ACADEMIC HONESTY POLICY:

The faculty is strongly committed to upholding standards of academic integrity. These standards, at the minimum require that students never present the work of others as their own. **CHEATING WILL NOT BE TOLERATED.**

WARNING ☐ Cheating or plagiarism will result in the student receiving a 0 on the assignment for the first offense, second offence you will be dropped from the class.

Campus Concealed Carry Statement

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at:

(http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php)

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

SPC Standard Disability Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office.

For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) & Lubbock Center 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

Non-Discrimination Statement

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College -1401 College Avenue, Box 5, Levelland, TX 79336, 806-894-9611

DIVERSITY STATEMENT:

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

ADA Statement:

SPC Standard Disability Statement

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